2009

Learn and Serve – State of Indiana

Lessons Learned: 2008-2009 Academic Year

This document is the 2008-2009 evaluation of the State of Indiana's program for Learn and Serve. Learn and Serve America supports and encourages service-learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation's young people in service-learning, Learn and Serve America instills an ethic of lifelong community service. Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects.

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Lessons Learned
Learn and Serve – Indiana Assessment Report: 2008-2009

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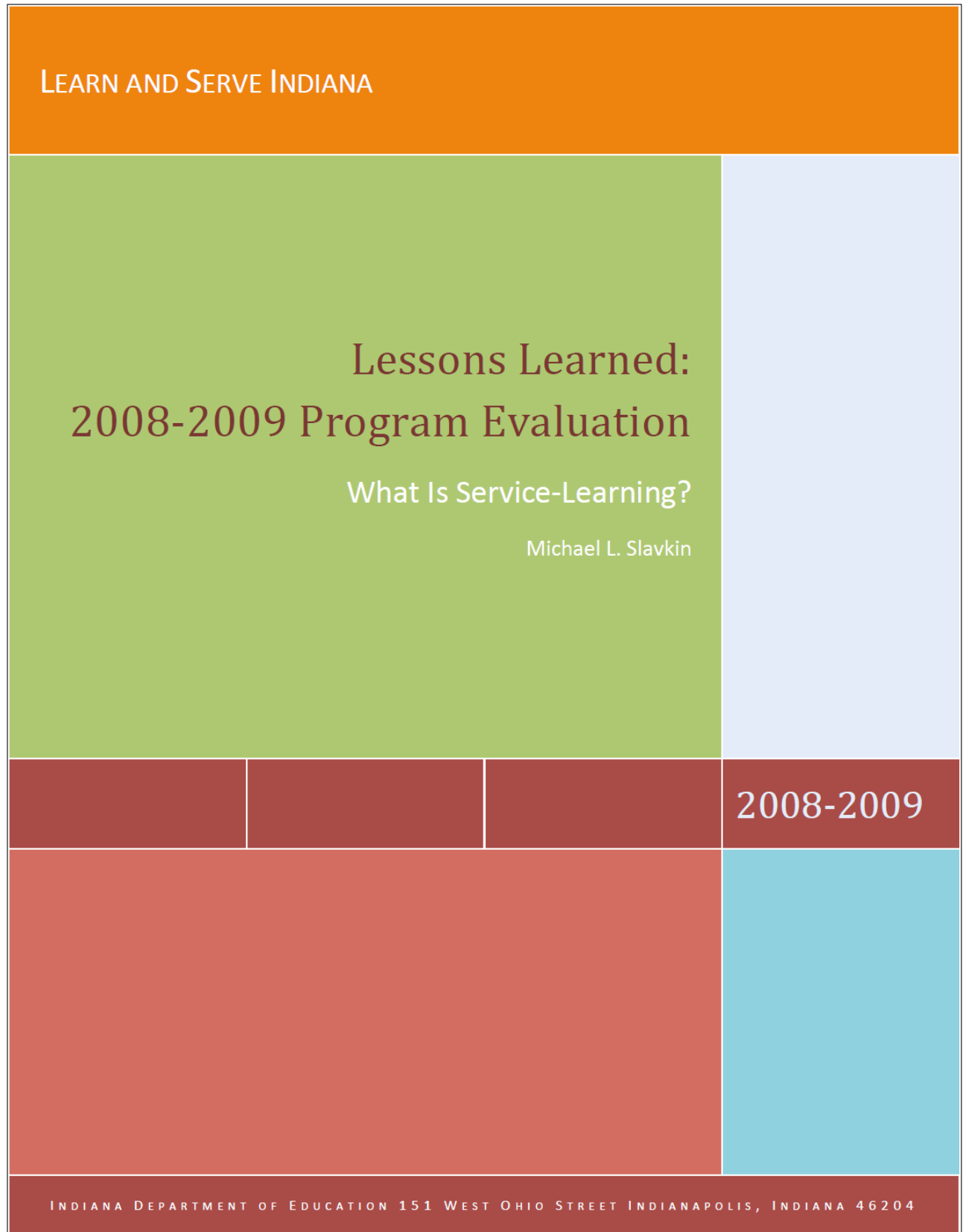Presented to the Department of Education for Review of Formula Funds

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Learn and Serve – Indiana Assessment Report: 2008-2009

Overview of Document

The purpose of this report is to review information obtained during the 2008-2009 school year for the Learn and Serve – Indiana Formula Grant. The report includes general descriptive information about the school sites, as well as inferential statistics that evaluate the importance of service-learning toward the educational excellence of Indiana schools. Data was aggregated from materials gathered throughout the year by K – 12 teachers at grant sites, Service-Learning Technical Advisors, Service-Learning Coordinators, and administrators at Learn and Serve – Indiana sites.

The current review includes general information about service-learning, how service-learning is organized in Learn and Serve – Indiana program sites, and information learned about the Learn and Serve – Indiana program during the 2008 – 2009 academic years. The report includes information that should be used to support beginning programs in seeing the power of this pedagogical practice, as well as more seasoned programs in advancing their practices to become best practice sites.

LEARN AND SERVE INDIANA

Lessons Learned:
2008-2009 Program Evaluation

What Is Service-Learning?

Michael L. Slavkin

2008-2009

What Is Service-Learning?

Service-learning is a pedagogical practice in which students learn through engaged service-based community activities. Service-learning affords students the chance to be active members in their community. This practice also allows the students to influence their communities, putting their knowledge to use. Students like the method because it "treats them like adults," providing them with authentic and engaged experiences (Furco, 2002). Many believe that it empowers students to do their best work. Students can make a difference in their communities. Through the integration of a quality service-learning practice, teachers can help students realize the importance of being an active community citizen. Not only do they get recognition by the community, students are seen in a positive light as members of the community.

As opposed to community service, service-learning focuses connecting the curriculum with a service the community needs and can benefit from. Service-learning is a method of instruction that emphasizes both the service and the learning goals in such a way that both occur and are enriched by each other. This approach helps students realize the importance of understanding why they are doing a project for the community. Many people think that community service and service-learning are one and the same. While service-learning involves community service, they are two different concepts. Community service is defined as a form of volunteerism. It is done within a defined community, which could be a classroom, school, town, city, etc. It has no intentional tie to learning; the emphasis is strictly on the service. The service should drive the learning. Students involved with service-learning also "learn by doing" (Rama, 1998).

Service-learning combines service to the community with in-depth student learning in a way that can benefit students, schools, and community members. It goes beyond volunteerism because it increases students' personal involvement in academic and civic life (Allen, 2003). One unique facet of service-learning is the ability for students, teachers, parents, and citizens to be involved as equal participants in resolving the pressing needs faced by a community. While students and teachers are active members engaged in exploring the problems that a citizenry faces, a critical component to effective service-learning requires that citizens have an active voice in sharing their concerns, guiding the learning process, and being involved in all phases of project completion.

For example, if students plant trees, the act itself could simply be an act of community service. However, if students link this action with academically-related materials, such as why they are planting that particular species of tree and which species will be most beneficial for the environment, this example becomes service-learning. This is one small example of how to connect service with curriculum. Not only does service-learning get students involved with their academics it helps them realize the importance of being an involved citizen in the community. The goal of service-learning is to help students become responsible citizens, while simultaneously learning the curriculum (Allen, 2003). This method of teaching can be used as an alternative to traditional methods in the classroom or it can be incorporated as a part of other experiential methods. In order for this method to be successful it is important to get and maintain support from the school and the community. Without community partners from

business, industry, and other active facets of the citizenry involvement; it is difficult to have success with service-learning.

Review of Service-Learning

Service-learning was defined in its early stages as the accomplishment of tasks that meet genuine human needs in combination with conscious educational growth. More recently service-learning is defined as a form of experiential learning and teaching that achieves course objectives while meeting an identified community need. Experiential learning is often thought of as a hands-on, practical form of learning, but experiential education is not the only cornerstone of service-learning. Service-learning also is a differentiated practice that helps all students to learn, involves students in their community, and is a sound pedagogical and evaluative tool (Cairn & Kielsmeier, 1991).

Service-learning includes within-context learning that connects specific educational goals with meaningful community service. Service-learning projects are made up of a dual focus: the goals of academic learning and the goals of authentic community-based projects. Students learn course content as well as skills, strengthening their thinking skills as they develop empathy, personal ethics, and the habit of helping their communities (Berman, 1999). Participating in service-learning helps students understand their connections to and importance of their communities as they experience the role of service provider rather than the role of service receiver.

Although service-learning has been around for decades, it has not always been referred to by this name. For example, John Dewey wrote some ideas on democratic education that parallels what service-learning is considered to be today. During the 1930s William Kirkpatrick wrote *Project Methods* in which he believed learning should not be taught exclusively within the classroom. The concept of service-learning found renewal during the 1960s and 1970s during a time of chaos and change in communities and college campuses. Student activists and educators began breaking away from the teacher-centered style of conducting a classroom. During these movements, a small number of individuals were concerned with structuring learning with the community. Their labor laid the groundwork for what is now known as service-learning. During the 1980s the educational system became more for the "me decade" and educators really were not worried with community service (Cairn & Kielsmeier, 1991). In the past decade, service-learning has regained its following and has become a sturdy foundation in today's classroom.

Service-learning allows the teacher to tap into the students' prior knowledge base. It is imperative to connect curriculum with prior knowledge so that students can merge previous knowledge with new knowledge. When the knowledge needed to be learned is linked to prior knowledge, it becomes more meaningful to the student. They can see the connection between their life and learning. It allows them to realize that knowledge is connected and multiple subjects can be learned at one time. Students are better able to connect pieces of knowledge and make sense of it.

Numerous benefits exist when using the practice of service-learning. It allows students to interconnect multiple disciplines into one. Many subjects are integrated when participating in a service-learning lesson. Students are able to get a deeper meaning of subject matter and connect it with prior knowledge (Oates & Leavitt, 2003). They begin to understand how all knowledge is related in some way. Students will remember what they learn more easily because they were involved in a hands-on fashion. They not only participated in the activity, but also were active in producing an outcome that benefited the community. The involvement with the community affects the students long after learning has taken place. Students become more active citizens in the community and have a better sense of belonging (Oates & Leavitt, 2003).

LEARN AND SERVE INDIANA

Lessons Learned:
2008-2009 Program Evaluation

The National Service-Learning Standards

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2008-2009

Eight Key Elements of Service-Learning

Learn and Serve – Indiana uses eight key elements that should be considered when developing a service-learning program. Although these elements differ based on the individuals performing service, the following eight elements are generally considered to be critical to a program if it is to be successful (Learn and Serve - Indiana, 2007). In 2008, the National Youth Leadership Council presented national service-learning standards. Although some differences exist between the state's service-learning elements and the NYLC national standards, the decision was made to keep alignment of programming during 2007-2008 with the state elements. National standards will be introduced during the 2009-2010 academic year. However, a brief discussion of the linkages appears below.

Youth Voice. The first element is youth or student voice. Of the eight elements of service-learning, the element of youth voice is one of the more difficult to implement. There is a need to find a balance between youth voice and teacher autonomy and for traditionalist educators especially, this can be difficult. The most effective method for increasing the positive use of youth voice in the classroom is to understand what youth voice is and how to employ this element in the classroom.

According to Hart (1992), most schools operate at the lowest levels of young people participation. At these levels students are manipulated and tokenized given nominal ownership of their work (Hart, 1992). While most schools aspire to reach the highest levels of Bloom's taxonomy, they ignore the very activities which foster higher order thinking. By allowing students to have some voice in what tasks they are going to attempt and how they are going to endeavor to accomplish those tasks, students think to higher levels of thinking in higher ways by analyzing and synthesizing information from their experiences for use in the next assignment.

Service-learning programs should encourage youth to plan, implement, evaluate, and reflect upon their work. The element of youth voice assumes that students are engaged in generating ideas during the planning phase of programming. They also should be involved in making decisions during the experience, as well as critically thinking and sharing ideas learned while reflecting, during progress monitoring, and during documentation and demonstration of learning. Service-learning should afford youth and adults the opportunity to create environments which support an open discussion of ideas, beliefs, values, and opinions. In this way can youth acquire knowledge, apply skills, enhance leadership, and transform decision-making abilities. Moreover, these skills can be of instrumental help in determining the effectiveness of the service-learning program, by ensuring that students are involved in progress monitoring and evaluation. That youth are involved in these ways can ensure the successful development of service-learning programs (National Youth Leadership Council, 2008).

In the article "The Power of Voice in Schools," Barb Aust and Wendy Vine (2003) discuss youth voice in the context of democratic classrooms. The authors discuss six characteristics of

democratic classrooms that result from the acceptance of youth voice as an effective instructional method. The first three are respect, opportunities to be heard, and sharing responsibility. In a classroom that values youth voice, respect is fostered in the cooperative relationship between the instructor and the learner (Aust and Vine, 2003). Respect is a key factor in convincing students to take the risk of leadership and failure. Voice also enhances the feeling of ownership which in turn typically leads to a more valuable experience. Ownership (or lack thereof) is a key to many problems in our schools today. Too many students do not believe they have a valuable part to play and therefore often drift away from positive educational opportunities. When students and teachers step back from their assumptions about each other and allow for open honest communication, youth voice is most effective. Youth voice also allows for learners to take responsibility in a safe environment and the sharing of responsibility is a required personal characteristic in our personal lives, business lives, and civic lives (Aust and Vine, 2003).

As learners advance in age, they should take on greater roles of participation in their education without the instructor or administrators completely "abdicating authority," by increasing the cooperation with the learner. The last component of voice in a democratic classroom should be the development of an atmosphere of safety. Good civic education requires the acceptance of the expression of various and often conflicting views. In order to convince learners to accept the risks of leadership, they must be allowed to develop those skills in a safe environment. The classroom should take on this appearance, allowing some risk with the assurance of safety and recovery (Aust and Vine, 2003).

Giving students a voice in the classroom has many benefits. Combining service-learning and student voice creates a democratic setting in which students are involved in real world situations that they get to work through to solve real problems and become true agents of change in society. The positive outcomes of such a practice certainly outweigh the "need" for autocratic control in the modern classroom.

Meaningful Service. The second element critical to an effective service-learning experience is meaningful service through civic engagement. Meaningful service begins when students are actively involved in selecting the service-learning project (Shumer, 1997). It would certainly be easier for us adults to design a project and create the plan for its successful completion. But we must realize that when we do it ourselves, we miss the powerful learning opportunity available to students through authentic service-learning. It has also been demonstrated through research that if a program has been student-created, they will work harder and longer than if it is created by the teacher (Friedland, 2003).

Meaningful service dictates that service-learning experiences are developmentally-appropriate, based on students' ages, experiences, and abilities. Subjects tackled and partners identified should be personally relevant to the students (not the teacher or administrator of the school!!). Further, service-learning should be a method that encourages interesting and engaging activities that transcend traditional classroom methods, ensuring that the meaning-making process for students is not just purposeful but also powerful. Meaningful projects should help

students to better understand the relevance of social issues to their service experiences. Projects should culminate with attainable and visible outcomes that are valued by both those being served and those who are serving (National Youth Leadership Council, 2008).

This all begins before the project is selected. The preparation, which includes the planning, research, needs assessment, partnership development, resource gathering, goal setting, etc., is a great opportunity for students to find relevance and meaning in the learning objectives they often find to be boring in the normal classroom curriculum. Real meaning in service means identifying authentic community needs (Simmons, 2003). Students may choose from a variety of needs assessment strategies. These include surveys, interviews, media searches, or community mapping (Simmons, 2003). The importance in students doing the assessing is that they are acquiring and honing skills needed to be a contributing citizen in our democracy. They are creating surveys or writing and asking interview questions. They are scanning newspapers or calling and visiting community agencies. All the while they are learning and/or practicing reading, writing, and math skills. What a wonderful opportunity for teachers to reorganize a curriculum that is often ignored by passive, bored students reading from basal texts.

When students, guided by teachers, give of their time and energies in the planning process, they become empowered both emotionally and intellectually (Hornbeck, 2000). In addition to strengthening academic ties to the curriculum, service-learning helps youth forge bonds between themselves, their teachers, and communities, while solving community problems (Israel & Ilvento, 1995). Meaningful service-learning projects have numerous connections with subjects such as Science, Music and Fine Arts, Math, Social Studies, Language Arts, World Languages, Careers, Vocational and Technical Education, Family and Consumer Education, Health Education, and Special Education. Service-learning is the only way to coordinate both academic learning goals, as well as service to meet a community need, while at the same time fostering civic responsibility in youth (Bringle & Hatcher, 1996; Everett, 1998; Rhoads, 1998).

Authentic Needs Assessment. The assessment and evaluation of a service-learning project must be determined before the students begin working at the project site. Teachers should use a variety of authentic assessment strategies to gather information about student learning during service activities and to determine the final grade when the project is completed. Checklists can be used to gather information about how often students contribute to the activity, how engaged they are in their work, how much work each student does, and how well each student works with members of the project team. Other factors to check may be punctuality, preparation, and consistency. Students and the teacher can brainstorm a list of elements to add to the checklist before beginning work.

Further, service-learning projects should meet real community needs. In order to provide authentic learning opportunities for youth, programs must actively engage the community in identifying needs. By addressing an important community need, student actions take on greater value and importance. Students can then see their actions making an impact even as they learn and apply academic skills. Authentic needs assessment is often verified through various sources of media, conducting surveys, observation, community mapping and research, census

information or discussion with an informed community member (Learn and Serve Indiana, 2007).

Links to Curriculum. The academic connections that occur when using a pedagogy like service-learning must be driven by creative and exciting uses of the curricula; if candidates are going to be interested, in the work that occurs, it is critical that they see the curricula as something that is relevant to them and their community. The focus of the service-learning project remains primarily on academic skills; the approach to the acquisition of skills is what changes (Sitter, 2006).

Service-learning should be intentionally used as a pedagogical strategy that meets academic goals and aligns with content standards. Clearly defined and articulated learning objectives should be at the heart of any effective service-learning project. Students, teachers, and community partners should be aware that the service performed is aligned with academic or programmatic curriculum. The service-learning experience should help students to implement or apply knowledge and skills previously learned, ensuring the transfer of knowledge and skills from one setting to another. Also, the work performed by students and teachers must be formally recognized by administrators and school boards, who can then ensure sustainability of programs by aligning the language of service-learning with board policies, school improvement plans, student records, and curricular mapping (National Youth Leadership Council, 2008).

True service-learning occurs when service is integrated into the classroom curriculum and ensures active learning of the Indiana academic standards. Service-learning programs use POWERFUL methods, such as real world, experiential activities that allow academics to come to life through interaction, research, critical thinking, application of literature, problem solving, discussion, and planning for action. Academic expectations establish the framework of the service-learning project (Stemen, 2003). If service is the "action" that occurs, curriculum and students' views of it must be the foundation for the project. Goals and objectives provide student expectations for the work they should perform and the skills they should evidence following completion; however the service-learning experience allows the real life application and the motivation that empowers students (Kirk, 2005). Understanding how academics relate to life and the application of those skills in a meaningful way intensifies retention of skills far beyond memorization (Moser, 2005). Helping students think about the importance of learning rather than about grades helps them to better become responsible for their education. Students reflect on the service process and final product in relation to the academic expectations. The students' grades result from this reflection by demonstrating their knowledge of the content area (Moser, 2005).

Service-learning does not sacrifice academics in the name of service; it provides practical application of instructional skills and brings learning to life (Turner, 2003). When attached to the curriculum, service-learning brings many positive changes to the learning experience. The practical application of academic skills answers students' common question of, "Why do I need to know this?" It is a practical way for students to reflect on classroom study (Spivey, 2005). By

using service-learning in our classrooms, we allow students to use the curriculum in real life settings.

Two common ways to make academic connections in service-learning generally are evidenced. The first is to look at the standards and objectives that need to be met. Teachers first construct a list of standards and objectives to be met. They then ask "what service-learning projects will successfully meet these needs?" The second method suggests that teachers think about the service-learning project first. Teachers design a list of activities with students that would be included in the project. Then the teacher links appropriate standards to be learned from this project.

Curricular connections should be relatively easy to develop into service-learning projects if teachers are creative and reflective practitioners. The service activity chosen should not only address a powerful community need, but must also satisfy learner outcomes and objectives in the classroom. Students should understand the "what" of the learning as well as the "why." Learning should be experienced rather than simply memorizing random and static facts. Some key things to consider at the beginning of developing the project:

Collaboration and Partnerships. The term *collaboration* has a variety of uses in just as many contexts. Just what is collaboration as it pertains to service-learning? Collaboration essentially is a partnership, two or more entities working together for mutual gain. The key to this element is collaboration between schools and their respective community partners in industry, not-for-profits, government entities, and other community organizations. In service-learning, there is no limit to the number of partners involved in the collaboration. One unique element of collaboration is that there is no set structure in inclusion of partners. Each different service-learning project will have a different structure and thus will require different forms of collaboration. Community partners vary as each service-learning project has different objectives and goals. The one common theme for collaboration is that students, teachers, and community partners work equally towards a common goal.

Partnership through service-learning requires that it is mutually-beneficial to all participants, addresses an authentic community need, and is tackled collaboratively. A variety of partners should be identified for participation; including students, teachers, families, community partners, neighborhood-based organizations, government entities and businesses. Frequent and ongoing communication between partners should be the cornerstone of programs. Such conversations ensure that the project's vision is shared, common goals are understood, and outcomes are documented. Such conversations also can ensure that partners and students collaborate deeply and collaboratively meet goals. Because of these long-standing relationships, partners are able to share knowledge and skills, develop cooperative and community-based asset models, and begin to view each other as valuable resources (National Youth Leadership Council, 2008).

Another necessary component for true collaboration is the idea of mutual exploitation. Essentially, all parties involved in the process need something from the other. As a result of this

need, partners comes together to fulfill the other's need. Collaboration demands that participating students in a service-learning project seek out a community need. Once a need is determined, those students must find resources available in order to meet that need. To fully address the need, students must initiate and develop a relationship with community organizations and/or members in which both will benefit.

In their article *Lessons Learned-Service-learning: A New Initiative in Field Experience and Collaboration between Universities, County Extension Offices and Communities,* Lee Horrisberger and David C. Crawford (2007) outline the framework for having a sound and successful partnership. First, the service partner, the teacher, and the students should go into the collaboration with high expectations. Prospective partners need to be educated on how service-learning works. The proposal for the service partner should come from class research. The service partner must know what service-learning is, and their part within the development of the project. To that end, teachers need to take certain steps in support of the service-learning in which they plan their students to be engaged. Collaboration of this sort need be carefully planned with the collaborator such that nothing left to chance. Nothing seems more superficial than goofed well intent. Reciprocal partners need also understand the important role they serve in the education of students.

   Reflection. During reflection phases, students do meaningful service, observe, and problem solve, but also use their higher-order thinking skills to reflect on the relevance and purpose of the service-learning project. Service-learning, as a curriculum method, contains eight crucial elements which include youth voice, meaningful service, authentic needs, academic connections, collaboration, reflection, evaluation, and recognition. In order for students to benefit from their service experience to the fullest possible extent, teachers must value and cultivate all eight elements, but perhaps most importantly, create structured opportunities for students to reflect on the service experience.

Service-learning as a practice ensures that students use a diversity of reflection activities. Reflection should include a variety of verbal, artistic, written, physical, and nonverbal activities which represent not only understanding but growth in students' knowledge, skills, and dispositions. Further, these activities should be ongoing throughout a program or project, and illicit deep and critical thinking from students; reflection is a part of service-learning before, during, and after the service experience. The emphasis of reflection should allow students to analyze the relationships between themselves and other members of society. Issues in society are complex, and reflection should be about students thinking deeply about a community's problems and the development of unique solutions. Through these actions, students should examine their preconceptions, question their assumptions, examine their roles as citizens, and develop as citizens. As such, service-learning can help students to examine civic/social issues and transform public policy, civic mindedness, and community engagement (National Youth Leadership Council, 2008).

Reflection allows the participant to determine the inherent value in the experience and extrapolate what learning resulted throughout experience. Reflection also often provides

motivation for further experiences and increased awareness of personal growth. As educators, we frequently reflect on our practices, in order to ensure that we teach effectively and in new and engaging ways. Reflection is a vital life skill that we must teach our students because lifelong learning and continuous improvement serve as goals in education. As Socrates once said, "The unexamined life is not worth living."

Service-learning organizations and advocates recognize reflection as a critical component of the concept. Learn and Serve America (2008) emphasizes structured reflection and explains the sequence and purpose of reflection in three questions: "What?," "So What?," and "Now What?." In addition, Heifer (2008) also stresses the importance of time to reflect and offers sample reflections in varying formats such as photography, poetry, and prose. Similarly, Optimist International (2008) displays a newsletter on their website in which students reflect publicly which not only allows students to benefit from reflection but also increases awareness and serves as a fundraising technique through advocacy. Lastly, the National Youth Leadership Council (2008) explains on their site that reflection induces students to profoundly consider their relationship and contribution to society as a citizen.

Reflection integrates learning and experience with prior knowledge which demonstrates relevance to students and builds upon lessons previously learned. Scaffolding instruction and engaging students serves as a primary goal of education which teachers achieve through frequent and adequate reflection. Reflection also provides an outlet for creativity which corresponds to the hands-on nature and the youth voice component of service-learning. Moreover, this professional development addresses that reflection allows students to consider the "larger picture and context in which the service occurs" (Reflection Module, 2006).

Duration and Intensity. In service-learning, duration refers to more than just the amount of time spent on a project. Duration is the length of the service-learning experience. Duration ensures service-learning experiences are of sufficient intensity and duration so all phases of planning, through project evaluation, are included. The whole service-learning experience includes preparation, action, reflection, and demonstration of learning.

Service-learning can only transform communities, students, and partners if projects have sufficient duration and intensity. The process of investigating community needs, preparing for service, enacting projects, reflecting upon work, and demonstration of impacts should be lengthy; most practitioners believe that at least 50 hour or approximately one academic semester should be expected in order for a program to demonstrate the necessary intensity. Programs should be conducted across blocks of time throughout the period of several months. Teachers and administrators should recognize that service-learning requires adequate time to identify community needs, address those needs, and achieve learning outcomes (National Youth Leadership Council, 2008).

With duration being related to the intensity of the project, it not only includes the hours throughout the week or months, but duration focuses on the concentrated block of time. The researchers warn that hours alone are insufficient to establish quality. In addition, the

researchers state that educators should be careful in applying service-learning projects which necessitate or mandate a specific number of service hours in place of educational value. The educational value of a project includes students having time to understand, reflect, and learn from the experiences they encounter.

The duration of a service-learning project can greatly affect the results for the community, students, and people involved. By guiding students throughout the steps of duration, teachers are able to provide information and create activities about the identified need so students are able to begin thinking critically about the project. Duration is an essential step in service-learning, because it guides students to be socially conscious citizens. Students are more likely to feel a personal connection to the service-learning project when they can understand the underlying issues of a social problem on a larger scale (Michigan Department of Education, 2008).

Evaluation and Progress Monitoring. In order to know whether or not the students are learning, it is necessary to have some form of evaluation or assessment. Along with knowing the progress of students, the community should be able to see the impact the students have had on them. Evaluation helps teachers realize the strengths and weaknesses of their service-learning project. This will allow for improvement of the project in the future.

Service-learning should encourage students, teachers, and community partners in an ongoing and formal process to evaluate the success and quality of a program. Participants should be expected to gather documentation that evidences progress toward specific service goals and learning outcomes. Sources of evidence should be diverse and varied, and should occur throughout the course of a project or program. The evidence gathered during programming should be used to improve experiences and continually monitor effectiveness toward goals and outcomes. Documentation also can be sued to demonstrate to the broader community (policy makers, grant funding sources, educational leaders, and the media) of the strengths of programming. Such opportunities for clarification not only ensure sustainability over time, but also verify the quality of educational practices (National Youth Leadership Council, 2008).

Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (results) of the service. Effective evaluation is essential for assessing the outcomes of service-learning programs, for making decisions about improving the program, and for strengthening support for the program in the school district and community. The best evaluation efforts are woven into the fabric of the program from its inception. Initial questions focus on information that is needed and desired, identification of those who will use the evaluation information, and determination of the appropriate methods for collection of the needed information. Creation of performance measures are required for Learn and Serve Indiana programs.

Just as evaluation is an important part of what takes place in a classroom, it also is a pertinent part of service-learning. It is a way to tweak a service-learning program to ensure that it is worthwhile for the students and if it should be changed during any part of the process. Deciding

how to evaluate the program should be an integral part of the planning process. It is important to decide on specific goals or purposes before starting and constantly evaluate program outcomes in terms of the stated goals. If evaluation occurs as an afterthought, it will have limited value. Evaluation strategies should continue throughout the entire service-learning program.

Any given individual service-learning program may or may not be successful in achieving its desired outcomes. The way one ensures the service-learning programs are effective in achieving his or her goals in the long term is through evaluation. The main focus of evaluation is to determine the effectiveness of the program/project in light of the attainment of pre-set priorities and goals (National Service-Learning Clearinghouse, *The Box,* 2008). Evaluation results reveal which programs are successful, need improvement, or should not be repeated.

Element Eight – Recognition and Demonstration. The final element of service-learning is to recognize or celebrate students' completion of the project. It always is important to recognize the accomplishments of students, especially when they have made an impact on the community. Not only will publicity recognize students, it will draw attention to the project. This will help motivate people to get out in the community and possibly get more support for the continuation of service-learning projects.

Given service-learning's goal of youth empowerment and community collaboration, recognition of participants in the school and the community is an important means for rewarding meaningful service. When participants learn new skills, engage in risk taking, take on new responsibilities and offer their hearts and hands to others, it is appropriate to honor and recognize their efforts. Recognition does not have to happen just at the end of a program, but should be on-going to foster a sense of accomplishment. Recognition/ recognition events provide opportunities to publicize the program, gain new supporters and members, as well as, motive participants to continue a life of service (Learn and Serve Indiana, 2007).

NYLC Standard - Diversity. While there are eight key elements to service-learning projects (meaningful service, a direct connection to academic standards, youth voice, an authentic needs assessment, collaboration, reflection, evaluation, and recognition), there is one common thread uniting them: diversity. "Diversity is a form of individualism, unique characteristics, beliefs and values. Amongst humans, particularly in a social context, the term diversity refers to the presence in one population of a wide variety of: cultures, ethnic groups, languages, physical characteristics, generational diversity, socio-economic backgrounds, opinions, religious beliefs, sexuality, and neurology" (Learn and Serve – Michigan, 2008). Our students come to us from many different backgrounds and with many different past experiences and perspectives. Having respect for diverse populations will help our students understand and value others. Students will have the ability to view our world as an "interesting" and "safer" place when they learn to "respect" and "celebrate" diversity (Learn and Serve – Michigan, 2008).

Service-learning is a broadly-used method, but in all cases, it should promote a better understanding, respect for, and tolerance of others and their viewpoints. In some cases this strategy affords students the chance to develop interpersonal skills, group decision-making, and conflict resolution; as with many advocacy and tolerance-related programs. In these ways can service-learning encourage participants to break down stereotypes and biases. In other cases, service-learning can afford students in the sciences with the chance to identify, analyze, and document different points of view to encourage the taking of multiple perspectives. In all service-learning programs, however, students should actively seek to reflect on the value of unique backgrounds and perspectives not only for those receiving service, but for those offering it as well (National Youth Leadership Council, 2008).

In service-learning, diversity is viewed as multidimensional. Diversity includes discussing the various characteristics of the people providing the service or the ones being served. These characteristics include: race, cultural differences, ethical differences, gender, and disabilities. Diversity also encompasses the types of activities and content that are addressed in a service-learning project. The differing values and perspectives of the participants also are included in the discussion of diversity. Lastly, service-learning projects foster opportunities for diverse learning styles and construction of knowledge to take place (Billig, 2007).

According to the Wisconsin Department of Public Instruction (2008), service-learning improves and contributes to the growth of schools by incorporating multiple intelligences. Service-learning projects provide opportunities for students to engage in activities and reflections that address the multiple ways that students learn best. For example, in a senior citizen center, some students may read aloud to the residents, while others help them with physical exercise or speak with residents about historical events. When students engage in reflection practices, they may create a journal or portfolio entry, write a speech, or even create a song. These various activities would meet the needs of a diverse community of learners (The Wisconsin Department of Public Instruction, 2008).

Service-learning also promotes equity and fosters appreciation for cultural diversity. When grouping students heterogeneously, opportunities arise for students to work with others from diverse backgrounds, ethnic groups, and ability levels. These students work together on real problems that unite them purposefully. Many at-risk students have been extrinsically motivated to help special education students develop skills that will allow them to work with non-disabled students. Student learning also is improved when service-learning projects help students foster a better understanding and appreciation for people from diverse backgrounds and life situations. Through service-learning, students not only reach out to help others, but also learn to "understand the value of differences among individuals and communities" (The Wisconsin Department of Public Instruction, 2008).

LEARN AND SERVE INDIANA

Lessons Learned:
2008-2009 Program Evaluation

Implementation of Service-Learning

Michael L. Slavkin

2008-2009

Implementation of Service-Learning

In order for service-learning to be effective, service-learning must be an integral part of a school's curriculum. The process of using service-learning in the classroom provides students with authentic practices. If a teacher's main objective is to have competent, critical thinking students, the teacher must be able to modify lessons and activities to fit the needs of all students. For students relate the curriculum to their personal lives, provide an environment that reveals the multiple meanings of material, and allow students to see the dynamic nature of information is priceless (Slavkin, 2004). This active involvement gives students a sense of pride within themselves and a love for learning.

Allowing students to realize that problems, mistakes, and concerns within a community are challenges awaiting a solution is a component of service-learning. Students can then brainstorm ways to meet challenges and correct these problems using a community based-education. Students must first select the need for service, select a community partner, align the service with the educational goals, manage the actual project or activity, and reflect on what they have learned throughout the project (Berman, 1999).

Examining need. In selecting the need for a certain community, students may find out what problems exist and what already is being done to solve these problems. This investigation can include talking to parents, other teachers, and community leaders. Students may look for organizations that have partnered with the community to help resolve certain troubles and team up with those organizations to provide insight and ideas on resolving the situation. Service-learning benefits the community by supplying it with regular assistance to provide any needed service, allowing it to feel valued and appreciated by their fellow community members, increasing an awareness of any bias or stereotypes of teachers and students it may have had, and creating a bond with local schools to seek out additional resources and assistance (Watkins, 2007).

Selecting partners. To select a community partner, the teacher and students will want to contact appropriate community agencies to ask if they would be willing to be the partner for the project. The teacher's job is to establish agency interest, network with an agency person who will be the project liaison, and set up an appointment date to discuss the project in more detail (Berman, 1999). Goals and objectives should be outlined in the meeting, and the number of students participating, what kinds of work they are willing to do, and how the teacher and students visual the project's development should be discussed.

Developing educational goals. Educational goals must be met in each activity in which students participate. These goals should be clearly stated and aligned with the academic and service project work. Students will be able to transfer what they have learned about academic content, the community, and themselves as service providers by reflecting on the service-learning experience. Every participant in the project must not lose sight of the curricular and service goals. They must know the indicators that show that the students are learning the educational content and skills that align with the service and life skills goals for the project. The

service project gives students the rich experiences that lead to lifelong learning of content, skills, and attitudes (Berman, 1999).

Managing the project. Managing the project involves three key concepts: preparation, monitoring, and evaluation. Once the class has decided on the service-learning task and aligned it with the goals they have chosen, students need to pick a site for the service, plan what to do and who will do it when students are at the service site, arrange for students' transportation to and from the site, and plan adult participation in the project (Berman, 1999). Giving feedback, planning future project work, reviewing goals, and troubleshooting all are part of monitoring the project. Self-evaluation is another good way to monitor the students' work. It is imperative that the teacher is well prepared for the project. Preparation will enable the project to be run much smoother and will make things easier for all those participating in the project. Plus, it allows the teacher, students, and community to see what direction the project is going and the benefits that the community will gain.

Benefits of Service-Learning

Service-learning uses methods and principles that help it to be easily implemented and identified with. These principals help make sure that students are getting to maximize their service-learning experiences. For example, one of the principles is for the students to have an active voice. Students should have a voice in the nature of their involvement with their community service. Students' choice and decision making should be encouraged and respected, giving the students an opportunity to have a say in what assignments and work they will be spending a large portion of their time on. Most believe that this will help the students do their best work (Waterman, 1997, 86). These all are important aspects to a well rounded educational career.

Service-learning provides students with opportunities such as learning from experience, linking personal and interpersonal development with academic development, learning and being actively involved in the process of social problem solving, and increasing citizenship through social responsibility. Many healthy effects have been noted in students participating in service-learning activities. Students have been able to boost their self-confidence, gain pride in themselves and their abilities, and feel more a part of their community. Students are better able to participate in higher order thinking. Teachers have also seen a decrease in students' involvement with risky behavior and relationships develop between adults (Billig, 2007). Every student has the potential to benefit from participating in the service-learning project.

Connecting with Community

Many healthy effects have been noted in students participating in service-learning activities. Students have been able to boost their self-confidence, gain pride in themselves and their abilities, and feel more a part of their community. Students are better able to participate in higher order thinking. Teachers have also seen a decrease in students' involvement with risky

behavior and relationships develop between adults (Billig, 2007). Every student has the potential to benefit from participating in the service-learning project.

Certain effects have been observed in students who participate in communities while in school. Students have found an increase in self-pride, an improved connection with their community, and a feeling of ownership of their community and their school curriculum (Nix, 2001; Sandler & Vangrift, 1995; Schine, 1997). Newmann and Rutter (1983) showed that involvement in service-learning projects by secondary students modestly increased students' sense of social responsibility and personal competence. Green (1989) and Bucher and Hall (1998) have found that service-learning involvement with elementary and secondary at-risk students may provide them with the interventions necessary to succeed in school.

Self-efficacy. Lantieri (1999) showed that at-risk students involved in a service-learning program that emphasized conflict resolution and social values increased the esteem of students. Students indicated that the opportunity to work with the community and relate it to the curriculum of the school helped give them a sense of success not previously found at school.

Moores (1999) found that a group of high-risk adolescent students were more likely to show high self-efficacy following involvement with service-learning projects that included an adult mentoring component. Similar results were found by Youniss, McLellan, Su, and Yates (1999). In a study of 13,000 high school seniors, the authors found that service to the community increased identity orientation and that such students showed a greater acceptance of themselves and their ability to move themselves beyond any environmental or familial issues (for further information, also see Serow, 1991).

Self-Efficacy. Results from a qualitative study of at-risk, socially neglected students showed that involvement in service-learning provided improved sense of efficacy, and that students were more likely to engage in peer interactions during the learning activities (Rosenberg, McKeon, and Dinero, 1999). Berv (1998) provides qualitative and descriptive evidence that involvement with service-learning activities can increase at-risk students' sense of self-efficacy and help these students feel like schools are meeting their individual learning styles and needs.

Ownership of community. Meyers (1999) suggests that the curriculum of any school include aspects of (a) experiential learning, (b) reflection about the learning as it occurs, and (3) an understanding of the workplace within the broader social context so to improve students' sense of involvement with community (Meyers, 1999). Though Newmann and Rutter (1983) found that involvement in service-learning increased students' sense of social responsibility and personal competence, they did not find that similar changes occurred in students' ownership of the community.

Ownership of the school curriculum. The Oregon Department of Education (2000) found that a relationship existed between the ownership of school events and their academic performance, attendance, attitudes, motivation, and post high school success, especially when

investigating students found to be at-risk. Critical in preserving this process of ownership of the school curriculum was the usefulness and sense of belonging that was identified within the curriculum. One key form of programming which showed strength in each of these areas was service-learning. Similar results were found by Bernard (1991), Berv (1998) and Butcher and Hall (1998), each who reported that students involved in service-learning often show improved attendance and lower disciplinary referrals, two indicators of improved acceptance of school roles.

These results tend to support the concept that community should be an active component in the formal education of youth. Slavkin and Nix (2002) found that at-risk students involved in their communities after years of school neglect had an increase in self-pride, an improved connection with their community, and a feeling of ownership of their community and their school curriculum following participation. Students were more apt to indicate personal competence as well as social responsibility. Of increased interest to those who work with at-risk secondary students, service-learning participants were more likely to remain in school and graduate from the alternative school program than those students who did not participate in the service-learning program.

Students generally indicate that the opportunity to work with the community helped give them a sense of success not previously found at school. As identified by Slavkin and Nix (2002) and Meyers (1999), in working with youth, the curriculum should include an opportunity for experiential learning that connects students with the community that surrounds them. Such youth reveal an improved awareness of the acceptance of the community, especially when students assisted others by completing a project or fulfilling some community need. Such involvement allowed students to reflect on their own ability to achieve, their ability to become involved in their communities, and their potential place within a community that may have rejected them previously.

Engagement with community provides students opportunities for active involvement in the democratic processes of the school and community, at a time where community involvement and dedication is being mandated by state departments of education. Many researchers have identified the importance of students moving from the theory of the classroom curriculum to reality via involvement with their communities. It is believed that such transitions might afford a variety of schools the opportunity to meet the demands of accountability, by allowing alternative performances to serve as evidences of stability and consistent educational strength. The opportunity for American youth to be introduced to community in a systematic way can have profound impacts on their ability to feel connected to their communities and to society as a whole. To systematically develop a system by which the diversity of its community's cultures, knowledge bases, and experiences could be passed on to the next generation is a noble and laudable accomplishment. The nature of this system, to educate by preparing youth for the rigors of active service in a democratic society, is a function of schools that has occurred previously through democratic classrooms and service-learning experiences. Without such educational experiences, it is not as clear how youth develop strong linkages with society.

LEARN AND SERVE INDIANA

Lessons Learned:
2008-2009 Program Evaluation

Model Programs: Examples from Indiana

Michael L. Slavkin

2008-2009

Example Service-Learning Projects

Rebecca Hayes – Owen Valley Middle School - Spencer Owen Community School Corporation – Preservation from Our Home to the World. The project began with a teacher-led initiative involving reading to raise money for the Heifer Foundation (Read-to-Feed). This foundation helps poor families in other countries find ways to sustain themselves. Recognizing the need for a project that met the duration of the academic year, students translated the project from a community service initiative into an academically-based service-learning experience by brainstorming ways to preserve the environment, soil and water conservation, and extending projects to analyzing authentic needs within their own communities. By allowing youth voice to guide extensions to the initial project, Mrs. Hayes 8th Grade team developed standards-based products (e.g., reflective readings, presentations, local community needs assessments and brochures) that could be used to determine course grades and verification of standards mastery.

By allowing students the freedom to determine what they could lend to the project, they were able to each demonstrate their strengths and advance the program in novel ways. Mrs. Hayes especially loves how every year the program grows and different students self-initiate their leadership within the project.

Mariette Fleck – Perry Meridian High School – Perry Township School Corporation – Students Helping Seniors. High school students enrolled in an adult roles and responsibilities course (part of the Family and Consumer Sciences curriculum) at Perry Meridian High School worked with Perry Township senior citizens to create care packages for homebound senior citizens. The primary goals of this curriculum are to assist secondary students in developing living skills, such as renting an apartment, keeping a checking or savings account, and running a household. Students participated in simulations to see what living as an elderly citizen was like (such as wearing Vaseline-covered glasses to mimic cataracts and wearing thick gloves and buttoning to mimic having arthritis). Students then surveyed the elderly to assess what their needs were, and how their classroom could be of benefit to them.

Students divided into groups to create multiple packages that would serve as gift packages. The students found success in the project, and upon reflection, recognized that their disappointment in not meeting the seniors served was a challenge. Mrs. Fleck and the students plan to perform a needs assessment of other community organizations for the elderly, and will seek out an organization where students can meet with and develop relationships with the elders they serve.

Ken Greves – Bloomfield Elementary – Bloomfield School Corporation - Blooms for Bloomfield. Blooms for Bloomfield was a Learn and Serve Service-Learning Star award winner in 2006. Students at Bloomfield Elementary School performed a needs assessment to determine how communities work. In an effort to meet the goal of how to improve communication between the school and community. Students visited 28 community partners to learn about their missions, and in return for their interaction, students provided class-grown planter boxes.

Students gained valuable information about careers, community organizations, and being active members of society. One outstanding representation is when students went to visit a local attorney. Students received papers that they could "serve" to their superintendent and to their principal requesting more recess time. Students gained insight into how lawsuits are filed, and how attorneys play a part in improving the lives of the people they serve.

Mr. Greves was excited to help engage students in an applied project that teaches them horticulture skills, something that many of them have not previously experienced. The project builds trust between their school and partners, beautifies the town, and advances an understanding of the strengths of their school with community partners.

Michelle Spencer – North Putnam High School – North Putnam School Corporation – Youth Join Hands With Ronald McDonald House. Juniors and seniors at North Putnam High School determined the project they performed after their teacher Mrs. Spencer learned about service-learning was. Students brainstormed potential members of the community they could serve, and determined authentic needs that they could serve which also could link with a Discrete Mathematics course. After speaking with the Ronald McDonald House of Indianapolis, students verified that they could perform needs assessments for the organization, evaluate the data they collected, and then transmit that information throughout their school and community.

Students sifted through the data to talk about measures of central tendency and standard deviation, created presentation materials for area organizations to learn about service opportunities. The students also developed service dates so that other middle and high school students could go to Indianapolis to support the organization. Students initiated the project, surveyed partners, and demonstrated the work they had performed. A final recognition of their work occurred when they presented a summative project business report to their school board. Students' grades were determined based on their performance on their math-based needs assessments, their involvement with project planning, and the products related to their business report and presentation.

Kim Muston – North Madison Elementary – Moorsville Community School Corporation – First Grade Animal Helpers. Students in Mrs. Muston's First Grade classroom determined that they wanted to work with their local community animal shelter. Students determined this as an existing need, and began to work on interviewing shelter workers on what they could do to assist. Mrs. Muston's students worked on building character education skills while also improving their reading and writing skills. Students work with an integrated thematic unit on the needs of animals. Students gained skills in approaching strange animals, how to take care of their pets, and the special needs of disabled pets.

Students gained valuable experience in being a responsible community partner by meeting the identified needs of the animal shelter. Students interview different animal shelter employees, learn about the adoption process, and interact with the animals. Recognition of their work

included reflecting on the work that they performed, what they valued in the experience, and celebrating the accomplishments of the animal shelter in meeting the needs of the community. Students wrote letters addressing what they learned and how they actively met the needs of the community.

Kathy Buck – Clinton Young Elementary School – MSD Perry Township – Raising the Roof with Clinton Young!. A school-wide theme supporting the Indianapolis Habitat for Humanity chapter was organized with student input. The school received a competitive national grant to explore homelessness in their community. Every room in their school was provided with copies of the children's picture book, *Raise the Roof*, as well as small change banks that they distributed throughout the community. Students counted and totaled the funds collected, made visual representations of funds gathered, and analyzed patterns of support. Students contacted community sites to inquire about funds received, and wrote a script and practiced it to ensure proper phone etiquette.

Students also supported the hiring of a videographer who could document the building of the students-supported house. Students took ownership in the work performed, and were excited to actually meet the homeowner. They discussed wants and needs of the homeowner and used national funds to support the purchasing of materials and furniture for the home. Students learned about determining cost estimates and verifying what was the best place to purchase items. Students recognized their accomplishments during the presentation of the house and discussed how service-learning ensured the homeowner had a successful introduction to homeownership.

LEARN AND SERVE INDIANA

Lessons Learned:
2008-2009 Program Evaluation

Michael L. Slavkin

2008-2009

The Assessment Plan: Learn and Serve Indiana: 2008 – 2009

Overview of Assessment Program: Learn and Serve - Indiana

During the Spring and Summer of 2008, a formative and summative picture of the Learn and Serve program in the State of Indiana was organized. All Learn and Serve – Indiana sites were to be assessed as to their individual goals, student and community achievement, professional development involvement, and engagement with community. The assessment plan for the State of Indiana was to parallel local, state, and national accountability mandates for service-learning programs. This report includes both quantitative and qualitative information that demonstrates the efficacy of the program to meet its individual and regional goals.

Learn and Serve – Indiana staff met during the Summer of 2008 to discuss prior assessment efforts and to prepare for the 2008 – 2009 academic year. As a result of these meetings, four principal sample groups were identified:

1. K – 12 Students enrolled at Learn and Serve – Indiana sites (organized into two subsections: elementary (K – 6th Grade) and secondary (7th Grade – 12th Grade))
2. K – 12 educators (administrators, teachers, and service-learning coordinators)
3. Parents and community partners who devote their own time at Learn and Serve sites

After initially discussing these sample groups, a matrix of outcomes was discussed. A more uniform policy of assessment was desired across schools, yet a plan of implementation was requested that would be effective in meeting both individual school/corporation outcomes. The outcome matrix is below:

Table 1: Matrix Process of Assessment

Evaluation Area	Outcome Indicators Desired
STUDENTS	1. Feel connected to communities 2. Collaborators in education 3. Students are change makers 4. Inclusiveness of diverse students 5. Civic Engagement
PARENTS	1. See how youth can change a community 2. Feel invited into the schools 3. Increased parent involvement
TEACHERS	1. View SL as a effective pedagogy, increase learning/ decrease time 2. Empower students from diverse backgrounds 3. Improve morale
ADMINISTRATORS	1. Connectedness to PL221/ school change 2. Commitment to service-learning ($, vision, T/TA, time to do it)
PARTNERS	1. Greater understanding of role of schools in the community 2. Understanding of the curriculum connection/ to help improve the quality of service 3. Seeing students as change agents in their communities
STATE OF INDIANA	1. Increase number of new schools/districts (marketing/PR) 2. Increase advocacy 3. Increase connection w/ PL 221 and school improvement

With these outcomes in mind, and based on an analysis of individual assessment programs of Learn and Serve – Indiana sites, an assessment protocol was developed.

Overview of Assessment Protocol

During the Fall of 2008 and Spring of 2009, a formative and summative picture of the Learn and Serve program in the State of Indiana was organized. All Learn and Serve sites were to be assessed as to their individual goals, student and community achievement, professional development involvement, and engagement with community. At the end of the spring semester, a document was constructed to provide a regional view of service and engagement, including both quantitative and qualitative information that demonstrates the efficacy of the program to meet its individual and regional goals.

Methods of Evaluation

The following information reviews the 2008 – 2009 Learn and Serve – Indiana program. An emphasis on the mission and vision of programming is integrated throughout the narrative.

Data Incorporated Into Assessment Plan

1. By the end of the fall semester 2008, data will be requested and gathered from all Learn and Serve recipients (including school improvement plans, approved grant proposals from Learn and Serve 2008-2009 years, and an update statement as to each projects' process and current status)
2. By the end of the spring semester, all Learn and Serve recipients will submit an update statement as to each project's process and current status that includes information addressing how the project is meeting school improvement plans.
3. By the end of the spring semester, all Learn and Serve recipients will provide final data to confirm their individual projects and the scope of each school or school corporation's vision.
4. By the end of the spring semester, a formalized document will be organized that contains a regional view of service and engagement.

Data collection took place at sites throughout the State of Indiana. Training regarding the assessment protocol was a component of a mandatory grantee meeting performed in August of 2008. All assessments were completed online. Surveys took approximately 15 minutes to complete. Assessments were completed prior to engagement in service-learning experiences to provide a baseline of information regarding their beliefs about service-learning, their involvement with their communities, and their school experiences. Upon completion of these forms a data record was created for each participant (four separate data files were developed, one for each sample). The datasets include demographic information (e.g., age, race, grade, coursework that was linked with service-learning), the nature of the participant's community involvement, the service-learning experience, and the impact of this experience on the beliefs

of participants regarding the community, school, and civic engagement.

Measures

Demographic Factors

Demographic information was obtained from the each of the evaluation forms completed during the fall 2008 semester. Information obtained included the participant's age, race, sex, level of education/grade level when completing the service-learning project, school enrollment, and curricular area that was linked with the service-learning experience.

Overview of Dataset – August 2008 through June 2009

Between August of 2008 and June of 2009, data was collected from each of the Learn and Serve – Indiana sites. Based on the assessment goals, data was divided into four data sets using the SPSS 10.0 data management software package. Subject data is divided into (a) elementary students (K – 6th Grade), (b) secondary students (7th Grade – 12th Grade), (c) parents and community partners, and (d) teachers and administrators. Information gathered and included in this document was to parallel the design of the LASSIE summative evaluation tool, so to increase the ease of school's reporting duties. The information which follows is based on the pre-test tools provided to program participants.

Review of Elementary Students (K – 6th Grade)

Descriptive Information. By the end of the 2008 – 2009 school year, eight school corporations participated as sites in the Formula grant, with 1,825 students participating at the primary and intermediate grade levels. Of the 1,825 participants currently being reviewed, 52 percent are male and 48 percent are female. A fairly balanced number of students participate in programming across all elementary grades, with a smaller number being involved in Kindergarten and 1st Grade. While the majority of participants (84 percent) are Caucasian, a fairly representative number of African-American and Hispanic students are involved in service-learning at these sites.

Alignment with curriculum for primary students generally was done in an interdisciplinary fashion; while it was unclear at the pre-test whether this could indicate that teachers are using service-learning across all subject areas, it appears that teachers who were only linking one academic subject began working with service-learning across academic subject areas. Core subject areas in English (2.5 percent), mathematics (6.8 percent), science (21.3 percent), and social studies (2.6 percent) represent one-third of projects; demonstrating that teachers are using service-learning to cover the core aspects of Indiana academic curriculum.

Post test results show that over 90 percent of participants share that they feel they are a part of a community and that they know how to make the community better. The results show a statistically significant number now pay attention to news sources, which likely demonstrates

greater clarity of knowledge of needs within their communities. Needs assessments performed as components of projects may have supported greater attention being paid to local news and information.

Students overwhelmingly feel that they should be involved in assisting others, and see that it is a critical part of being members of their community. Despite it being difficult, they see the strength in performing service-learning. At the beginning of programming most students feel that they can make a difference in their communities, but this number only grows throughout the year, with over 95 percent supporting this statement.

Students overwhelmingly believe by the end of programming that they have the capability to impact problems faced by citizens. However, approximately one in six participants states that they do not believe their community cares about them. However, only one in ten does not believe that they belong in their communities.

No significant differences exist between primary aged students with pre- and post-results related to their value of schooling. Consistent numbers of students (82 percent) like school, with an even greater number asserting that they have the tools to be successful in their schools.

Significant improvements in grades were reported for primary-age students; despite the fact that this information is self-reported, it appears that while students at the top of the grading scale showed little difference in grades, whereas those at the average to below average grade level saw marked changes (often at least one letter grade).

Inferential Information. Using the items on the elementary questionnaire, three variables were reviewed: students' sense of community, students' self-efficacy, and students' knowledge of community. Scale reliability ranged from .84 to .90 for these scales. It was an interest of the current study whether differences between these outcomes would exist based on student descriptives, such as age, curriculum tied to service-learning, grades, and learning style.

Age. Students' age shows a significant impact on their sense of community, self-efficacy, and knowledge of community at the end of service-learning. Students did not share an improved sense of community as a result of age (students across all age groups indicated generally the same improved sense of community) (F (22, 1700) = 0.69, sig = .898). Students also did not show unique differences with self-efficacy based on age (or the ability to feel that they can perform successfully in their communities) depending on their age (F (22, 1713) = 1.317, sig = .148). However, the older the elementary student, the stronger their knowledge of community (F (22, 1686) = 1.597, sig = .039).

Implications of Age on Self-Efficacy, Sense of Community, and Knowledge of Community

		Sum of Squares	sig	Mean Square	F	Sig.
Self-Efficacy	Between Groups	3.044	22	.138	1.317	.148
	Within Groups	180.034	1713	.105		
	Total	183.078	1735			
Sense of Community	Between Groups	1.177	22	.054	.639	.898
	Within Groups	142.334	1700	.084		
	Total	143.511	1722			
Knowledge of Community	Between Groups	5.859	22	.266	1.597	.039
	Within Groups	281.186	1686	.167		
	Total	287.045	1708			

Type of Curriculum Service-Learning Performed With. The type of curriculum that was tied with service-learning appears to have made a difference with respect to sense of community and self-efficacy, by the end of the academic year. Students' self-efficacy was stronger if projects were performed in an interdisciplinary fashion that linked art or social studies with other content areas (F (7, 1795) = 2.689, sig = .009). A student's sense of community in elementary school was not stronger based on the content connected to service (F (7, 1783) = 0.385, sig = .912). Further, knowledge of community was not dependent on the type of curriculum linked to the project, perhaps indicating that when performing academic service-learning, the emphasis is on curricular content and not on "learning as much about the community."

Implications of Curriculum on Self-Efficacy, Sense of Community, and Knowledge of Community

		Sum of Squares	sig	Mean Square	F	Sig.
Self-Efficacy	Between Groups	2.004	7	.286	2.689	.009
	Within Groups	191.151	1795	.106		
	Total	193.156	1802			
Sense of Community	Between Groups	.220	7	.031	.385	.912
	Within Groups	145.487	1783	.082		
	Total	145.706	1790			
Knowledge of Community	Between Groups	1.500	7	.214	1.273	.260
	Within Groups	297.057	1765	.168		
	Total	298.556	1772			

Grades. Students' grades in coursework shows a significant impact on their sense of community, self-efficacy, and knowledge of community at the end of service-learning. Students did not indicate an increased sense of self-efficacy (or the ability to feel that they can perform successfully in their communities) based on their grades, as an overwhelming number of

students shared improved self-efficacy (F (7, 1782) = 1.251, sig = .271). Students did, however, share an improved sense of community when grades for their coursework are higher. The results show that the higher the grades of the students, the better their sense of community (F (7, 1770) = 3.635, sig = .001). Finally, the better the grades of elementary students, the stronger their knowledge of community (F (7, 1752) = 2.243, sig = .028).

Implications of Grades on Self-Efficacy, Sense of Community, and Knowledge of Community

		Sum of Squares	sig	Mean Square	F	Sig.
Self-Efficacy	Between Groups	.933	7	.133	1.251	.271
	Within Groups	189.761	1782	.106		
	Total	190.693	1789			
Sense of Community	Between Groups	2.040	7	.291	3.635	.001
	Within Groups	141.920	1770	.080		
	Total	143.960	1777			
Knowledge of Community	Between Groups	2.632	7	.376	2.243	.028
	Within Groups	293.613	1752	.168		
	Total	296.245	1759			

Learning Style. Students' self-reported learning styles shows a significant impact on their sense of community, self-efficacy, and knowledge of community at the end of service-learning. Students shared stronger self-efficacy when they self-identified as learning better through experiential and tactile strategies (F (5, 1785) = 3.686, sig = .003). Students share an improved sense of community depending on their learning styles, with bodily-kinesthetic and tactile learners reporting the greatest sense of community at program completion (F (5, 1772) = 3.173, sig = .007). Finally, stronger knowledge of community was linked with all subgroups of learners, but most impressively with tactile and bodily-kinesthetic learners (F (5, 1755) = 3.082, sig = .009).

Implications of Learning Styles on Self-Efficacy, Sense of Community, and Knowledge of Community

		Sum of Squares	sig	Mean Square	F	Sig.
Self-Efficacy	Between Groups	1.941	5	.388	3.686	.003
	Within Groups	188.008	1785	.105		
	Total	189.950	1790			
Sense of Community	Between Groups	1.277	5	.255	3.173	.007
	Within Groups	142.682	1772	.081		
	Total	143.960	1777			
Knowledge of Community	Between Groups	2.584	5	.517	3.082	.009
	Within Groups	294.278	1755	.168		

Review of Secondary Students (7th – 12th Grade)

      Descriptive Information. Eight corporation sites are listed in this review of participants in Grades 7th – 12th Grade. Of the 512 participants currently being reviewed, 51 percent are male and 49 percent are female. A fairly balanced number of students participate in programming across each of the grades, however, a smaller number of participants are involved at the high school settings. The rise in seniors involved in projects may stem from senior mandatory projects being paired with service-learning, a finding that should be reviewed further.

The majority of participants (81 percent) at Learn and Serve sites are Caucasian. However, in comparison with the median ethnicity levels across the State of Indiana, a stronger representation of African-American (7 percent) and Hispanic students (6.2 percent) are involved in service-learning at middle school and high school sites.

Participants shared overwhelmingly that they belong to a community. While three-fourths of students do things to make the community a better place, around one in six do not know what the important needs of their community are. Almost half of secondary students do not talk about community issues, indicating that the work performed to make the community a better place (prior to work with Learn and Serve Indiana) is simply volunteerism. Despite students asserting that they have a good understanding of problems, nearly half of secondary students do not address problems in the community. Approximately the same number do not encourage people to get involved in working on community problems, though they are aware that they CAN make a difference if they decide to do so.

Participants overwhelmingly believe that they should assist others in their communities. 93 percent of students share that helping others is critical. A similar number assert that helping others is something everyone should do as well. Yet, only three out of four recognize that they should help others. Why is it that of students who recognize that they can be involved and should be involved only have HALF who decide to get involved? This is an interesting finding that must be explored. While the students recognize the need to be involved in their communities, only two-thirds believe they will volunteer throughout their lives.

Three-fourths of the participating students prior to involvement with Learn and Serve – Indiana enjoy school. However, just over half feel that they can speak up when discussing issues at their schools. Six out of seven students believe that what they are learning will be important for their future, with a similar number indicating that they find the work they do relevant and engaging.

Despite four out of five students sharing generally positive findings about their school, some concerns exist. Sixty-eight percent of students indicated that their teachers selected their projects, a significant concern with respect to youth voice. One third of students do not believe that adults take their ideas seriously. Moreover, just over half of students indicate that all types of students are accepted at their schools.

Students generally report that they do well in school. Only five percent indicate receiving average grades. This may indicate that students involved in projects are primarily higher performing students. If this is an indicated result, it could have serious implications for the impact of the program on corporations, as the program would not have reached a diverse student audience.

Significant improvements in grades were reported for advanced grade students; despite the fact that this information is self-reported, it appears that while students at the top of the grading scale showed little difference in grades, whereas those at the average to below average grade level saw marked changes (often at least one letter grade).

Limited changes were found in the amount of time that students are involved in extra-curricular activities. Life beyond school performing work, after-school activities, and service appear to dominate their schedules. While limited differences were found in work following programming, a slightly significant difference was found with respect to involvement with volunteerism outside of school as well as involvement with after-school activities. Clearly, service-learning appears to serve as a catalyst for allowing students at secondary grades to feel more engaged with their schools and communities. While differences in service hours was only by just over 1 hour weekly, this demonstrates an increased interest in becoming involved in their communities.

Changes in perceptions of school life and involvement with curriculum appear to have changed over the course of service-learning programming. Whereas at the beginning of the academic years, one in seven students did not believe that the curriculum they learn in school is useful, this number dropped to one in nine. An even greater decrease in issues of learning from peers was evidenced, with only 1 in 10 students saying they have nothing to learn from peers. Most students feel that their coursework does prepare them for their future, which was a critical component of service-learning coursework.

Limited changes were evidenced in students' perceptions of their communities. Four in five students continue to feel that their communities are good places to live, and a similar number assert that they are at home in their communities; showing no significant change following programming. However, a significant number of students feel that after performing service-learning that they have the ability to change their community.

Students appear to have a greater sense of the need to live or remain in their community. A greater proportion of students feel after programming that neighbors want the same things as they do from their communities. This is a powerful finding, helping communities to recognize a strategy to assist youth in remaining in their neighborhoods.

Inferential Information. Using the items on the secondary questionnaire, three variables were reviewed: students' sense of community, students' self-efficacy, and students' knowledge of community. Scale reliability ranged from .80 to .91 for these scales. It was an interest of the

current study whether differences between these outcomes would exist based on student descriptives, such as age, curriculum tied to service-learning, and grades.

Age. Students' age shows a significant impact on their sense of community, knowledge of community and self-efficacy at the end of service-learning. Students share an improved sense of community after completion of programming, and the results show that the older the students, the better their sense of community (F (1, 499) = 6.28, sig = .013). Students also shared stronger self-efficacy depending on their age, with improved results for older secondary students (F (1, 481) = 10.447, sig = .001). However, no significant difference on knowledge of community was evidenced in different aged groups of secondary students (F (1, 457) = 5.580, sig = .019).

Implications of Age on Sense of Community, Self-Efficacy, Knowledge of Community, and Active Citizenry

		Sum of Squares	df	Mean Square	F	Sig.
Sense of Community	Between Groups	23.455	1	23.455	6.280	.013
	Within Groups	1863.735	499	3.735		
	Total	1887.190	500			
Self Efficacy	Between Groups	285.657	1	285.657	10.447	.001
	Within Groups	13152.372	481	27.344		
	Total	13438.029	482			
Knowledge of Community	Between Groups	183.394	1	183.394	5.580	.019
	Within Groups	15019.604	457	32.866		
	Total	15202.998	458			

Curriculum tied to service-learning. The type of curriculum linked to service-learning initiatives shows a significant impact on their sense of community (F (15, 485) = 2.907, sig = .000). Students completing projects in English and social studies classes tended to demonstrate greater increases in sense of community when compared with other content areas. Secondary students also shared stronger self-efficacy, depending on the course project (F (15, 467) = 3.637, sig = .000). Self-efficacy was most significantly supported by music and interpersonal enrichment courses (many of which are part of special education). It was interesting to note that when students indicated that they did work for a club, homeroom, or advisory board; their self-efficacy often was lower when compared to other subject areas (most likely because these projects were volunteeristic, not service-learning). Secondary students also showed stronger knowledge of community, again oftentimes with social studies or applied science curricula (F (15, 443) = 2.467, sig = .002).

Implications of Grades on Sense of Community, Self-Efficacy, Knowledge of Community, and Active Citizenry

		Sum of Squares	df	Mean Square	F	Sig.
Sense of Community	Between Groups	155.687	15	10.379	2.907	.000
	Within Groups	1731.503	485	3.570		
	Total	1887.190	500			
Self-Efficacy	Between Groups	1405.560	15	93.704	3.637	.000
	Within Groups	12032.469	467	25.765		
	Total	13438.029	482			
Knowledge of Community	Between Groups	1172.171	15	78.145	2.467	.002
	Within Groups	14030.827	443	31.672		
	Total	15202.998	458			

Grades. Students' grades in coursework shows a significant impact on their sense of community, with higher grades of students indicating a better sense of community (F (4, 494) = 8.067, sig = .000). Secondary students also shared stronger self-efficacy, depending on their grades, with improved results for stronger performing students (F (4, 476) = 15.286, sig = .000). The better the grades of secondary students, the stronger their knowledge of community (F (4, 454) = 13.647, sig = .000). Finally, secondary students perceptions of themselves as active citizens was tied to stronger grades in school (F (4, 173) = 3.506, sig = .000).

Implications of Grades on Sense of Community, Self-Efficacy, Knowledge of Community, and Active Citizenry

		Sum of Squares	df	Mean Square	F	Sig.
Sense of Community	Between Groups	111.977	4	27.994	8.067	.000
	Within Groups	1714.227	494	3.470		
	Total	1826.204	498			
Self-Efficacy	Between Groups	1457.497	4	364.374	15.286	.000
	Within Groups	11346.495	476	23.837		
	Total	12803.992	480			
Knowledge of Community	Between Groups	1631.791	4	407.948	13.647	.000
	Within Groups	13571.207	454	29.893		
	Total	15202.998	458			

Descriptive and Inferential Data from Post-Test: Review of Teachers and Administrators

A significant improvement with this year's dataset is the significant improvement in responses from teachers and administrators who participated in pre-test and post-test survey completion for the Learn and Serve program, with 242 completers. 58 percent of teachers are found at the elementary level, with the average tenure of a teacher being 7 years of professional service. Perhaps due to the overwhelming majority of participants at the elementary level, 81 percent of participating teachers are women. The median age of participating teachers is 33 years, which shows a decline from the median age of teachers in the past three years of programming.

Most involved in filling out questionnaires indicated that they are teachers, with only a select few stating that they are either administrators or service coordinators (n = 19 administrators, n = 10 service coordinators). 92 percent of those teachers and administrators involved in programming during the 2008-2009 academic term describe themselves as Caucasian. The remaining 8 percent included African-American, Hispanic American and Asian-American teachers.

As stated earlier the majority of participants indicated that they are employed as elementary teachers. As such, most indicate that they use service across all subject areas (one-third of all participants), with an additional third of teachers indicating use in core content areas like language arts, social studies, math and science (fairly balanced across all four areas).

Teachers generally report positive experiences working within their buildings. They overwhelmingly enjoy their students, and feel that they are encouraged by other teachers and administrators in their buildings. Over 90 percent of participants shared that they discuss methods with other teachers and that they are challenged by others to use creative pedagogical strategies. Limited changes were evidenced in whether or not principals make most decisions in their buildings; however, some significant differences exist in teachers feeling adequately involved in the day-to-day decision making process at their school.

Teachers overwhelmingly support the idea that everyone should be involved in their community and that they have the power to impact their communities. Such results demonstrate an opportunity for teachers to powerfully challenge students to become engaged with their neighborhoods and enacting change. Teachers also report feeling positive and successful when considering their place in their communities.

One quarter of teachers continue to believe that it is difficult to enact change within their buildings, a finding which would have huge implications for the strength and success of service-learning on their campuses. Further, limited changes were seen in teachers' and administrators' beliefs that they are adequately funded.

One area of interest for Learn and Serve – Indiana was whether service-learning provides teachers with a perception of ease in meeting academic standards. While slight differences were evidenced in regards to their ability to perform classroom duties, a limited difference

between pre- and post-programming was found in this area. Such a finding could reduce the likelihood that teachers would see service-learning as a tool that could support their growth as teachers, since infusion of service does require time and funding. Further, nearly one in five teachers continues to question whether the community feels students have much to offer, which would significantly limit the results of service-learning. However, an overwhelming majority after working with service-learning during this two-year period assert that the method is a positive strategy for use in their classrooms.

When reviewing the culture of the school community, most teachers believe that students and teachers are good to work with. They believe that their school and their coursework prepares students well for their futures, and they tend to feel that their buildings are good places to work and learn. Significant growth in discussion of pedagogical practice was found to occur between teachers following involvement with service-learning programming. Most feel that they have something to say in the running of the school and a similar number feel empowered to enact change within the school. Moreover, an increased number of teachers following involvement with service-learning believes that they have the power to be innovative within their classrooms.

Approximately one quarter of teachers still asserts following programming that there exists a great deal of resistance to curricular change (though there was a slight decline in this number), and that materials related to the support of innovation also do not exist. However, a larger number of teachers following involvement with Learn and Serve – Indiana feel that they are active in the running of the school. This could indicate a success following training related to active service.

Teachers overwhelmingly believe in the need for service, and feel that they have a good understanding of community problems and issues. A similar number already assert that they impact their communities and believe that impact to be positive. Further faculty feel that they can be successful in their communities, and believe that they can influence events that happen to them. They feel they have the power to impact their communities, and can further enhance their communities by assisting with the learning of young people.

Descriptive and Inferential Data from Post-Test: Review of Parents and Community Partners

328 parents and community partners have been involved in programming at Learn and Serve Indiana sites during the 2008-2009 academic year. Community participants who completed evaluation forms come from a variety of professions, but the majority are parents of students in those schools. Further, because the majority of community partners are involved in elementary programs (85 percent), the average age of parents is 36 years, and most are parents of young children. 83 percent of community partners are female, and a fairly representative number of persons of minority status are engaged in the program.

An overwhelming majority of community partners continue to recognize that they are members of a community, and that being involved in their communities is important. Most also believe

that they should pay attention to what occurs within their community. Community partners after involvement with service-learning programming feel that they understand adequately what the needs of the community are. Participants generally feel that they know others in the community, with limited changes being shown in whether or not they know a lot of people in the community. 90 percent believe that they can impact their communities.

Significant differences exist in pre- and post-measures of community partner engagement with volunteerism and service to their communities. Further, these participants shared post-programming that they believe their schools are more involved within their communities than they previously thought. Improved understanding of community problems also appears to be shown as well. Most community participants, like area teachers and administrators, feel that they have an influence over the community, and that they can be successful within their communities.

A critical distinction between the findings for students, teachers, and community partners is the notion that community partners continue to assert that things learned in school are not useful in the real world (no significant difference for pre- and post-results). If this is the case, greater awareness of the power of curriculum to change communities and be important in the lives of students must occur at the beginning of programming.

It is interesting to note that community partners agree with teachers in their assessment that youth offer much toward their communities following involvement in service-learning. Again, service learning advisory boards need to review the mission of service and whether or not this is a relevant piece toward community development and activism. Community partners overwhelmingly believe that they can learn from students.

Community partners also share that they have an ability to impact their communities. This appears to have been a significant difference based on involvement with service-learning initiatives. Schools can be active in changing their communities, and service-learning appears to be a way to actively communicate this strength with partners and others.

<u>Implications of Findings (Based on the Eight Key Elements of Service-Learning)</u>

It would appear that the Learn and Serve – Indiana program is highly effective in improving the civic mindedness of youth, teachers, administrators, parents, and community partners who participate. All participants showed a feeling of being connected to their communities following involvement in service-learning.

Students at both levels surveyed shared being collaborators in their educations, showing improved ability to be active in the learning process. Students also appear to have greater feelings of being change makers, recognizing their power of being active in their communities, showing improved knowledge of what occurs, and a desire to make a difference. Learn and Serve – Indiana service-learning technical advisors were particularly interested in two areas of

programming: (a) ensuring the inclusiveness of diverse students in programming, and (b) an increased sense of civic engagement following programming. Both were evidenced in some form throughout the 2008-2009 academic years.

Service-learning experiences empowered students from diverse backgrounds. Further, it improved morale of teachers in helping them to feel active in the decision-making practices of their schools). Corporation-wide advances in service-learning programming is believed to have improved connections existed between PL221/ school change plans and service-learning initiatives. Administrators demonstrated an overall commitment to service-learning (funding, vision, training and technical assistance, and time to do it were all evidenced).

Other changes evidenced were as follows.

Youth Voice - Listening to and engaging youth in the service-learning process provides more ownership and greater learning opportunities. It would appear that in general this is a strong area for programming. Data does suggest a need for service-learning programming to work intensively to ensure that students are involved at all phases of programming, in particular at the beginning of program development. Active youth voice improves students' perceptions of their ability to impact their community and the relevance of these projects toward community growth. Further, it helps them to recognize the power of the curriculum in developing active senses of citizenry and civic mindedness.

Meaningful Service – Service-learning programming during 2008-2009 was found to be highly powerful in assisting students to develop a greater sense of civic mindedness. A successful service experience should engage young people in responsible and challenging actions for the common good. When young people have a role in improving society, working for social justice and caring for the environment, then they truly understand the concept of democracy. The change to corporation-wide programming appears to have improved some corporation's focus on civic engagement through advancement of a central theme for engagement. Some corporations need to continue to work to determine a specific course for their service-learning programming, rather than continuing to fund mini-grants with no central curricular or civic focus.

Authentic Needs Assessment - Service-learning projects should meet real community needs. In order to provide authentic learning opportunities for youth, programs must actively engage the community in identifying needs. It is clear from current data that faculty in the involved schools have bought in to the model of service-learning as school improvement and social action/civic engagement. While there is clearly a need for continued examination of whether or not partner programs are meeting authentic community needs, this appears to be a strength of programming. Faculty should continue to be granted opportunities for growth through training and technical assistance, as this will be critical in further advancing activism in projects.

Academic Ties - True service-learning happens when service is integrated into the classroom curriculum and aligned with Indiana Academic Standards. Service-learning programs enhance learning through real life, experiential activities. Academics come alive and knowledge is applied through: interaction, research, critical thinking, literature, problem solving, discussion and planning for action. It is clear from the present surveys that academic connections are clearly being articulated. Based on these results training should encourage active and interdisciplinary alignment of curriculum across programs. Further alignment with Public Law 221 plans, ISTEP results, and core standards should occur within each corporation.

Collaboration - Students participate in the development of partnerships and share responsibility with parents, teachers, community and faith-based organizations and higher education. It is clear that community partners feel involved and engaged with the school. These relationships present opportunities to interact with people of diverse backgrounds and settings. Service-learning experiences provide students and community partners the opportunity to learn about each other, resulting in mutual respect, understanding and appreciation. Further work should be done as programs go corporation-wide to link partners with programs who can provide specific skills and knowledge bases that can support programs.

Reflection - In order for students to learn from their service experience, program leaders must provide structured opportunities for students to reflect critically on the service experience. Student reflection appears to take place before, during and after service. During mid-year and end-of-year programming in 2008-2009, this was an area further elaborated upon. Findings generally showed that teachers are using a variety of strategies to reflect on projects, programs, and learning. Students are using presentations, small group work, independent work, and a variety of other strategies to consider how their learning ties with community work and needs.

Progress Monitoring - Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (results) of the service. Effective evaluation is essential for assessing the outcomes of service-learning programs, for making decisions about improving the program, and for strengthening support for the program in the school district and community. The best evaluation efforts are woven into the fabric of the program from its inception. Initial questions focus on information that is needed and desired, identification of those who will use the evaluation information, and determination of the appropriate methods for collection of the needed information. Assessment appears to be a summative piece in the design and development of projects currently, working as a link between what happens before and after programs.

Duration and Intensity - Given service-learning's goal of youth empowerment and community collaboration, recognition of participants in the school and the community is an important means for rewarding meaningful service. When participants learn new skills, engage in risk taking, take on new responsibilities and offer their hearts and hands to others, it is appropriate to honor and recognize their efforts. Recognition does not have to happen just at the end of a program, but should be on-going to foster a sense of accomplishment. Recognition

events provide opportunities to publicize the program, gain new supporters and members, as well as, motive participants to continue a life of service. While the current evaluative system doesn't adequately demonstrate how corporations helped students to present their successes, it is hoped that future LASSIE reporting will provide such information.

It is hoped that as Learn and Serve – Indiana continues toward corporation-wide programs, a greater understanding of role of schools in the community can be evidenced. Further training will be encouraged to assist teachers and administrators in understanding of the curriculum connection/ to help improve the quality of service. Challenging community partners to see students as change agents in their communities always will be required. It is hoped that going corporation-wide will increase the number of new schools/districts, as well as increase a sense of advocacy in service-learning programs. Finally, it is hoped that an increased connection w/ PL 221 and school improvement plans will be demonstrated during 2008-2009 academic year.

Appendix A: References for Literature Review

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